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ABSTRACT

This document was prepared primarily for managers, researchers, and management information staff at California Community Colleges who need to duplicate the results of the Performance for Excellence (PFE) reports in order to aid in the improvement of performance goals at their respective institutions. It is hoped that by providing this document, the reporting of data will improve and colleges will utilize this document in institutional planning, program review, assessment studies, accreditation, and improvement of Partnership for Excellence goals. This document outlines the goals of the Chancellor's Office for California Community Colleges. The first goal is to increase the number of community college students who transfer to four-year institutions from 69,574 to 92,500. Achievement of this goal is dependent upon the extent to which four-year institutions are able to accommodate the additional students. The second goal is to increase the number of degrees and certificates awarded by California's community colleges from 80,799 to 110,500. The achievement of this goal is contingent upon increasing the number of courses successfully completed. This lends itself to the third goal, which is increasing the successful course completion rate from 68.1% to 70.6%. The fourth goal involves increasing vocational and workforce development enrollment, and the fifth goal is to increase from 108,566 to 150,754 the number of students completing coursework at least one level above their prior basic skills enrollment. (TGO)

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ED 432 330

PFE
Report Specifications

March 1999

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INTRODUCTION

This document has been prepared primarily for Managers, Researchers, and Management Information staff at California Community Colleges who may need to duplicate the results of the *Partnership for Excellence* reports in order to aid in the improvement of the performance goals at their respective institutions. It is hoped that by providing the *PFE Report Specifications* and *The FACT Book,* the reporting of data will improve and colleges will utilize these documents to aid them in institutional planning, program review, assessment studies, accreditation as well as improvement of *Partnership for Excellence* goals. *The FACT Book* also contains a history of the definitions, methodology, and persons involved in the process of setting the *Partnership for Excellence* goals.

The actual reports of the district/college specific base data for all of the performance goals are contained in the *The FACT Book* for the three years (1995-96, 1996-97, and 1997-98) preceding the infusion of partnership dollars. This document can be obtained from the Chancellor's Office Policy Analysis and Management Information Services Division and from the Chancellor's Office Website at www.cccco.edu/cccco/psfexe/index.htm.

Throughout the *PFE Report Specifications*, there will be references made to various data elements, which can be found in the Chancellor's Office Management Information System *Data Element Dictionary* (DED). This document can be obtained from the Chancellor's Office Program Support Unit or from the Chancellor's Office Website at:

www.cccco.edu/cccco/mis/techlib/ded/ded.htm.

Any comments or questions regarding the contents of this document may be directed to either Tom Nobert (916-327-5904, E-mail: tnobert@cc1.cccco.edu) or Jan Paulson (916-327-5897, E-mail: jpaulson@cc1.cccco.edu).

Transfer Goal

An increase from 69,574 to 92,500 in the number of students who transfer from community colleges to baccalaureate institutions. This performance goal may also be expressed in the form of segmental subgoals: an increase from 10,886 to 14,500 in the number of transfers to UC, an increase from 48,688 to 64,200 in the number of transfers to CSU, and an increase from 10,000 to 13,800 in the number of transfers to independent and out-of-state colleges. Achievement of these goals is dependent on the extent to which the baccalaureate institutions are able to accommodate students who are prepared to transfer, and the system will assess progress toward these goals in the context of the change in the number of students who become eligible for transfer.

Source of Data

Currently, the Transfer goal in PFE does not use data from COMIS but instead uses the counts reported in the California Postsecondary Education Commission's (CPEC) *Student Profiles* report. This data is obtained by CPEC from CSU and UC with data for the Independents recognized to be incomplete.

The Chancellor's Office has recently undertaken two longitudinal data matching efforts in the transfer area which both use a first time freshman cohort of CCC students and then tracks them into other postsecondary institutions over a period of time. The first tracking project is with both UC and CSU to track cohorts of CCC students into their institutions; the second project is to match CCC students with the National Student Loan Clearinghouse (NSLC) database to track CCC students who transfer to postsecondary institutions nationwide. These two projects are a result of the federal Student Right-to-Know legislation and are in their initial stages. The data obtained from these projects are not used in the PFE counts at the current time. However, the data are reported back to each CCC district through the SRTK project and institutions are encouraged to use this information to aid them in improving upon their Transfer goal.

Domain of Reports

Transfer numbers for the *Student Profiles* report are coded by CSU and UC and sent to CPEC. According to information from the systemwide offices, both UC and CSU code by determining a student's "school of origin". This is done by evaluating the student's transcripts and assigning the school most responsible for making the applicant eligible for admission to their institution. In most cases the highest number of transfer units earned at a particular school will be determined to be the "school of origin" and reported to CPEC annually. The report reflects the number of full-

year transfers for each CCC district and college to the University of California and the California State University.

Community college students who are concurrently enrolled in either a four-year CSU or UC and also enrolled at a California Community College at the same time are not counted as a transfer student. In addition, if a student is UC eligible out of high school and enrolls in summer session at a community college immediately following graduation and prior to their fall attendance at UC, then the student is not considered a transfer student.

Degrees and Certificates Goal

An increase from 80,799 to 110,500 in the number of degrees and certificates awarded. This performance goal may also be expressed as subgoals to achieve an increase from 57,076 to 78,000 in the number of associate degrees awarded and an increase from 23,723 to 32,500 in the number of certificates awarded.

Source of Data

The data for the Degrees and Certificates goal are obtained from COMIS. This data has been collected from college districts since 1992-93. The Chancellor's Office collects the Program Award data for degrees and certificates from CCC districts annually on October 1 for the prior fiscal year ending June 30. The Accountability Unit of the Policy Analysis and MIS Division has been producing a Degree and Certificate publication annually, which is available in hardcopy and on the Chancellor's Office Website at www.cccco.edu/cccco/pad/Pa_reprt.htm.

Domain of Reports

The domain of certificates and degrees used in this report is based on data provided by districts to COMIS for the preceding fiscal year. All certificates and degrees with award dates from July 1 through June 30 of the prior fiscal year are to be reported to COMIS by October 1 annually. The reporting of multiple certificates and degrees awarded to a single student during the fiscal year may occur and consequently would be reflected in the PFE reports.

***Note**: In certain circumstances, dates for certificates and degrees may be submitted to COMIS when the student is no longer enrolled. Such awards should be reported with the term identifier indicating the term in which the reporting occurs (the year with an annual term type [see GI03]), but with the Award Date (SP03) indicating the actual date of the award.*

Currently, colleges are required to report all degrees and certificates of at least 18 units, awarded to students per specifications included in data element SP02 Student-Program-Award. Beginning in the 1999-2000 fiscal year, college districts will be required to report all certificates awarded for as few as 6 units and all noncredit certificates. This is documented in revised data element SP02 (revised November 1, 1998 for implementation due October 1, 2000 for 1999-2000 awards). Refer to DED documents posted to the Chancellor's Office Website at:

www.cccco.edu/cccco/mis/techlib/ded/ded.htm.

Specifications for Deriving Counts

The following data elements are collected through COMIS and used to produce the PFE Degree and Certificate multiple-year reports by fiscal year. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SP02 STUDENT-PROGRAM-AWARD
SP03 STUDENT-PROGRAM-AWARD-DATE
GI01 DISTRICT-COLLEGE-IDENTIFIER
GI03 TERM-IDENTIFIER

Current codes reported in SP02 Student Program Award

S = Associate of Science (AS) degree
A = Associate of Arts (AA) degree
L = Certificate requiring 18 to fewer than 30 semester units
T = Certificate requiring 30 to fewer than 60 semester units
F = Certificate requiring 60 or more semester units
O = Other Credit Award, under 6 semester units

All degrees and certificates, EXCEPT those reported with a code of O for Other, reported to COMIS for a fiscal year are summarized in the PFE counts. The counts of awards are reflected in the appropriate fiscal year based on the date reported in SP03. The column labeled "AA/AS" includes all degrees reported in SP02 with a code of S and A. The column labeled "Total Certif" includes all degrees reported in SP02 with a code of L, T, and F.

Successful Course Completion Goal

An increase from 68.1% to 70.6% in the overall rate of successful course completions. An increase in the rate of successful course completions from 68.3% to 70.8% for transferable courses, from 77.2% to 80.0% for vocational courses, and from 60.3% to 62.5% for basic skills courses.

Source of Data

The data for the Successful Course Completion goal are obtained from COMIS. The Chancellor's Office collects Enrollment and Course data files from CCC districts 30 days after the end of each term. Refer to the COMIS *Data Element Dictionary* in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Reports

The following data elements are collected through COMIS and used to produce the PFE Successful Course Completion reports. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SX04	ENROLLMENT-GRADE
CB01	COURSE-DEPARTMENT-NUMBER
CB05	COURSE-TRANSFER-STATUS
CB08	COURSE-BASIC-SKILLS-STATUS
CB09	COURSE-SAM-PRIORITY-CODE

The domain of all records used in the Successful Course Completion goal are Enrollment records where the grade reported in data element SX04 is equal to A, B, C, D, F, CR, NC, I*, MW, and W. If the grade code reported in SX04 is equal to IP, UD, UG, and XX, then those records are not used in any of the counts or calculations reflected in the PFE reports for this goal.

Specifications for Deriving Counts

All enrollment records fitting the criteria described below are aggregated by academic year starting with the summer term and ending with the spring term.

Successful course completion requires an enrollment grade reported in SX04 equal to A, B, C, or CR.

Attempted course enrollment is defined with enrollment grade SX04 equal to A, B, C, D, F, C, CR, NC, I*, W, and MW.

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* Incomplete where "*" indicates the default grade to be received by the student if the incomplete is not completed within one year.

Excluded from attempted course enrollment counts are grade codes reported in SX04 equal to IP, RD, UD, UG, and XX.

Transferable is defined as enrollments in courses which are transferable to CSU or UC reported in CB05 with codes equal to A or B.

Vocational Education is defined as enrollments in courses which are Apprenticeship, Advanced Occupational, and Clearly Occupational where CB09 is equal to A, B, or C and transfer status reported in CB05 is equal to a code of C, which is not transferrable.

Basic Skills is defined as either precollegiate basic skills or just basic skills where CB08 equals P or B and the SAM Priority Code reported in CB09 is equal to D or E, which are defined as "possibly occupational" and "non-vocational."

Counts are reported in the subgroup categories of Transfer, Vocational Education, and Basic Skills, which are defined for purposes of this report only, as mutually exclusive. The "All" category includes the subgroups of Transfer, Vocational Education, Basic Skills, and all other enrollments fitting the above criteria for attempted and successful course enrollments.

The counts reflected in the "Vocational" subgroup columns on this report will not match the counts for "Total Vocational" on the Workforce Development Vocational Education goal report because that report includes all transferable and basic skills vocational course enrollments in the "Total Vocational" columns.

The columns labeled "% Success" for each of the subgroups is calculated by dividing the counts in the "Successful" column by the corresponding "Attempted" column and multiplied by 100 to display the percentage.

For Example:

Successful Transfer	% Success Transfer	Attempted Transfer
3,318,669	68.33	4,856,782

3,318,669 / 4,856,782 = 68.33%

Note: *The date listed at the bottom left corner of the report shows the date that the data was extracted from the MIS database to produce the report. Resubmissions of data by a college district after that date will not be reflected in the subject report.*

Workforce Development Vocational Education Goal

(I) An increase from 16,810 to 22,788 in the number of successfully completed Apprenticeship courses; from 242,436 to 329,041 in the number of successfully completed Advanced-level Vocational courses; and from 684,385 to 927,887 in the number of successfully completed Introductory Vocational courses. (II) An increase from 1,263 to 1,700 in the number of California businesses benefiting from training through contract education [**Note**: Base year is Fall 1996.] (III) An increase from 73,801 to 99,600 in the number of employees benefiting from training through contract education. (IV) An increase from 140,505 to 189,700 in the number of individuals receiving fee-based job training.

Source of Data

The data for increasing successful course completions in vocational courses are obtained from COMIS. The data used for the employer-based (contract education) training were obtained from Ed>Net reports and are not covered in this document.

The Chancellor's Office collects Enrollment and Course data files from CCC districts 30 days after the end of each term. Refer to the COMIS *Data Element Dictionary* in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Reports

The following data elements are collected through COMIS and used to produce the PFE Vocational Education Successful Course Completion reports. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

SX04	ENROLLMENT-GRADE
CB01	COURSE-DEPARTMENT-NUMBER
CB09	COURSE-SAM-PRIORITY-CODE

The domain of records used in the Vocational Education goal meet the following criteria:

1. Course records reported with a SAM Code equal to A (Apprenticeship), B (Advanced Occupational) or C (Clearly Occupational—throughout the reports this is referred to as Introductory Vocational) reported in data element CB09 COURSE-SAM-PRIORITY-CODE, and;

2. Corresponding Enrollment records where the grade reported in data element SX04 ENROLLMENT-GRADE is equal to A, B, C, D, F, CR, NC, I*, MW, and W. If the grade code reported in SX04 was equal to IP, UD, UG, and XX, then those records were not used in any of the counts or calculations reflected in the PFE reports for this goal.

Specifications for Deriving Counts

All enrollment records fitting the criteria described below are aggregated by the subgroups Apprenticeship (SAM Code A), Advanced Occupational (SAM Code B), and Clearly Occupational (SAM Code C) for the academic year starting with the summer term and ending with the spring term.

"Successful" course completion requires an enrollment grade reported in SX04 ENROLLMENT-GRADE equal to A, B, C, or CR.

"Attempted" course enrollment is defined with a grade code reported in SX04 equal to A, B, C, D, F, C, CR, NC, I*, W, and MW.

Excluded from attempted course enrollment counts are grade codes reported in SX04 equal to IP, RD, UD, UG, and XX.

"Retained" course enrollment is defined as grade codes A, B, C, D, F, CR, NC, or I* reported in SX04.

"Total Vocational" column represents the aggregation of the vocational subgroups A, B, and C.

The counts reflected in the "Total Vocational" columns on this report will not match the counts for the "Vocational" subgroup on the Successful Course Completion goal report because that report excludes all transferable and basic skills vocational course enrollments from the "Vocational" subgroup.

Basic Skills Improvement Goal

An increase from 108,566 to 150,754 in the number of students completing coursework at least one level above their prior basic skills enrollment.

Source of Data

The data for the Basic Skills Improvement goal are obtained from COMIS. The Chancellor's Office collects Enrollment, Section, Session, Course and Demographic data files from CCC districts 30 days after the end of each term. Refer to the COMIS Data Element Dictionary in the section titled "Database Design Overview" for a description of the key fields linking these database records.

Domain of Cohort

The following data elements are collected through COMIS and used to produce the PFE Basic Skills Improvement report. Refer to COMIS *Data Element Dictionary* for complete specifications for each data element listed below.

CB01	COURSE-DEPARTMENT-NUMBER
CB03	COURSE-PROGRAM-CODE
CB04	COURSE-CREDIT-STATUS
CB08	COURSE-BASIC-SKILLS-STATUS
CB21	COURSE-PRIOR-TO-COLLEGE-LEVEL
STD7	STUDENT-HEADCOUNT-STATUS
SX04	ENROLLMENT-GRADE
SX05	ENROLLMENT-POSITIVE-ATTENDANCE-HOURS
XF07	SESSION-TOTAL-HOURS

The Basic Skills Improvement report for PFE uses a specific cohort of students from the 1995-96 academic year and follows them through the 1997-98 academic year. The students tracked in the cohort are required to fit the following criteria:

1. the student must meet the Full Term Reporting criteria (FTR) for at least one term during the 1995-96 academic year to be considered for the cohort. This is defined in derived data element STD7 STUDENT-HEADCOUNT-STATUS, with codes equal to A, B, C, or F used to meet the Full Term Reporting criteria and;

2. the student had to have enrolled in a basic skills course defined in data element CB08 COURSE-BASIC-SKILLS-STATUS with a code of P or B for precollegiate basic skills or basic skills and;

3. the student had to have enrolled in an English, reading, writing or math course with a TOP Code reported in data element CB03 COURSE-PROGRAM-CODE equal to:

English subgroup of codes

4930.21	Writing
4930.70	Reading Skills
4930.71	Speed Reading
4930.80	English as a Second Language
4930.81	College Level ESL
4930.82	Survival Level ESL
4931.00	Vocational ESL
1501.00	English
1503.00	Comparative Literature
1504.00	Classics
1507.00	Creative Writing

Math subgroup of codes

4930.40	Computational Skills
4930.41	Pre-Algebra (Basic Math/Arithmetic)
4930.42	Algebra, Geometry and Trigonometry
1701.00	Mathematics, General
1701.10	Mathematics, General (Non-majors)
1701.70	Technical Math
1799.00	Other Mathematics

For a complete description of each TOP Code refer to Taxonomy of Programs, Version 5, available on the Chancellor's Office Website at:

www.cccco.edu/cccco/mis/techlib/data/top/aboutop.txt

The hardcopy publication is also available from the Curriculum Standards Unit of the Chancellor's Office.

Specifications for Deriving Counts

Once the cohort of students is selected according to the domain criteria defined above, then the students' course taking patterns are tracked through the 1997-98 academic year ending with the Spring 1998 term. Students may stop and start during this period of time and are still tracked as a member of the original cohort.

The course taking patterns of the students are tracked throughout the entire CCC system. If a student qualifies for the cohort at one college and subsequently completes a higher level course at another college, then the student is counted as "improved" in the college where they qualified for the cohort.

Students are categorized into the subgroups of English and Math based on the basic skills course(s) taken in the initial 1995-96 academic year (refer to TOP Code subgroups above under Domain). A student may be placed in both groups. However, if a student enrolled in English, reading, writing, and ESL in the Fall 1995 term, the student will still only be counted once in the "Total English" column on the report. The "Total English" and "Total Math" columns on the report indicate the counts of the subgroups from the cohort set of students. If a student successfully completes numerous higher level courses, the student can only be counted as "Improved" once in each subgroup of Math and/or English.

Subgroups

The subgroups for the improved courses consist of the same TOP Code groupings listed above under the Domain definition.

Subsequent Terms

The initial term is any term within the 1995-96 academic year which qualified the student to be in the cohort per criteria described in Domain section above. The subsequent term is any term after the initial term. The subsequent term does not have to be in the following term but can be in any term after the initial term up through Spring 1998 term.

Successful Course Completion

> *Credit course*: Successfully completing the subsequent course with an enrollment grade reported in SX04 equal to A, B, C, or CR.
>
> *Noncredit course*: Successfully completing the subsequent noncredit course with a minimum attendance of 75%. Minimum attendance is calculated by dividing the student's actual hours of attendance reported in SX05 ENROLLMENT-POSITIVE-ATTENDANCE-HOURS by the total session hours for the course reported in XF07 SESSION-TOTAL-HOURS. This definition is used only for purposes of this report as no other measure of success is reported for noncredit courses.

***Note**: There have been discussions concerning grading noncredit courses on a Pass/Not Pass basis in the future.*

Improved Criteria

For a student to fall into the "Improved" count, the student must successfully complete a course in the same subgroup in a subsequent term which meets one of the following criteria:

- the subsequent course is at a higher skill level as defined in element CB21 COURSE-PRIOR-TO-COLLEGE-LEVEL, using codes A, B, and C with A being the highest code and C being the lowest. If the 1995-96 basic skills course is coded as C (three levels

below transfer level) and the subsequent course is coded as B (two levels below transfer level) within the same subgroup, then the student is counted as improved; or

- the subsequent course is reported with a higher credit code in data element CB04 COURSE-CREDIT-STATUS, which consists of codes D (credit degree applicable), C (credit not degree applicable), and N (noncredit). The level of the codes is N as the lowest, C in the middle and D as the highest. If the initial basic skills course is reported as N (noncredit) and the subsequent course is reported as C (credit not degree applicable) then the student is counted in the improved column.

Report Columns

The "Total" column is the sum of the English and Math subgroups in the cohort.

The "Improved English" and "Improved Math" are the counts of students meeting the improved criteria described above for each subgroup.

The "% Improved" columns are based on the "Improved" column divided by the "Total" column to obtain the percentage.

The "Total Improved" column is the total of both the Math and English improved columns. The same student may be counted twice in this column if they improved in both Math and English.

The "Total Students" column represents all students in the 1995-96 academic year who meet the Full Term Reporting criteria described above in the Domain section.

Note: *The date listed at the bottom left corner of the report shows the date that the data was extracted from the MIS database to produce the report. Resubmissions of data by a college district after that date will not be reflected in the subject report.*

Domain of Next Year's Cohort

It is anticipated that the domain of next year's cohort will follow the same criteria except the 1996-97 academic year will be selected as the starting point and the ending term will be Spring 1999.

TERMINOLOGY AND ABBREVIATIONS

Academic Year	For purposes of COMIS this refers to all the terms in one year beginning with the summer term and ending with the spring term.
CCC	Abbreviation for California Community Colleges.
Cohort	Establishment of a group of records based on a specific criteria and tracked over time. Commonly used to refer to a specific set of students such as first-time freshmen who are tracked over a number of years.
COMIS	Abbreviation for Chancellor's Office Management Information System.
CPEC	Abbreviation for California Postsecondary Education Commission.
CSU	Abbreviation for California State University System.
DED	Abbreviation for Data Element Dictionary.
Data Element Dictionary	Dictionary and specifications for all data elements collected by the Chancellor's Office and loaded into the COMIS database.
Derived Data Elements	Definition of elements developed by combining source data collected in COMIS.
Domain	The criteria describing the type of records included in a particular report or study.
Fiscal Year	One year, beginning July 1 and ending June 30.
IPEDS	Abbreviation for Integrated Postsecondary Education Data System, a set of reports collected by the federal government.
NSLC	Abbreviation for National Student Loan Clearinghouse.
PFE	Abbreviation for *Partnership for Excellence*.
SAM codes	Codes reflecting the vocational nature of a course, reported in data element CB09.
SRTK	Abbreviation for Student Right-to-Know project administered by the Program Support Unit in the Chancellor's Office.
TOP Codes	Taxonomy of Program codes used for both course content as well as program identification.
UC	Abbreviation for the University of California system.